

**THE EFFECT OF THE USE OF INITIAL LISTENING AND
READING TECHNIQUES ON PERFORMANCE IN
ENGLISH LANGUAGE AURAL-ORAL SKILLS**

BY

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ABSTRACT

This study compared the effectiveness of initial listening and reading techniques on students' performance in English Language. It also examined the influence of initial reading technique on each of the listening and speaking skills with a view to improving students' aural-oral skills.

The pretest – posttest control group design was adopted for the study. The study population comprised 24,738 Senior Secondary Two (SSS II) students from the three senatorial zones of Osun State. The sample comprised 600 SSS II students who were purposively selected to include 300 males and 300 females from six public secondary schools in the three senatorial zones. An instrument titled "Achievement Test in Oral English" (ATOE) was used for data collection. The ATOE had a reliability co-efficient of 0.85 with a difficulty index ranging from 0.42 to 0.48. Data were analysed using t-test and ANOVA.

The results showed, that there was a significant difference in the performance of students taught using Initial Listening Technique and those taught using Initial Reading Technique (ILT) ($X = 26.45$), ($t = 4.64$, $P < 0.05$). The ILT ($X = 26.45$ $SD = 6.8$) was more effective than IRT ($X = 21.75$ $SD = 5.95$). The results further showed that there was a significant difference in the performance of students exposed to ILT when the pretest ($X = 17.45$) and posttest ($X = 26.45$) scores of students in the groups were compared ($t = 4.33$, $P < 0.05$). However, there was no significant difference in the performance of students exposed to ILT on account of difference in location ($F = 0.158$, $P > 0.05$) and sex ($t = 0.06$, $p > 0.05$). The results further showed that IRT did not yield significant difference when the pretest and posttest scores of students on each of the listening and speaking skills were compared, ($t = 0.29$, $p > 0.05$).

It was concluded that the teaching of aural-oral skills in English Language could be better enhanced through the use of initial listening technique than the initial reading technique.

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